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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 24 titles deal with a variety of topics, including the following: comparisons of various approaches to reading readiness instruction, primary level reading instruction, and middle school reading instruction; tasks performed by Ohio reading specialists; factors influencing reading self-concept, reading performance, and self-image; effects of auditory training on auditory discrimination, reading readiness scores, and reading achievement; middle school reading program practices in Connecticut; the effect of instrumental music instruction on reading behavior; the relationship between the background of elementary administrators and the administrative function relating to elementary reading programs; effects of tutor training on tutor performance and on reading gains of tutees; the relationship between concept of reading and reading achievement; assessments of questions in teachers' manuals of basic reading textbooks, readability of textbooks, and instructions in reading workbooks; teacher perceptions of reading practices in Florida schools; and the effects of summer vacation on reading retention. (CW)

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A COMPARATIVE EVALUATION OF THE PREREADING SKILLS PROGRAM AND THE CONVENTIONAL APPROACH TO READING READINESS INSTRUCTION Order No. 7801127

BOGGS, Jaunita Lou, Ph.D. University of South Carolina, 1977. 188pp.

This study was designed to compare the effectiveness of the Prereading Skills Program and the conventional method of teaching reading readiness in kindergarten on subsequent kindergarten reading readiness achievement. The study included 150 children from four full-day kindergarten classes in two public elementary schools in Horry County, South Carolina. The students were separated by sex and race and randomly assigned to classes. Treatments were randomly assigned to teachers. Fifteen to thirty minute PRS lessons were administered on a daily basis by experimental teachers from October 1, 1976, to February 25, 1977. During this same period teachers of the control treatment provided fifteen to thirty minutes of daily instruction in reading readiness. No restrictions or suggestions for content of the conventional readiness activities were imposed on the control teachers. This investigation sought to answer the fundamental research question of whether or not other variables differentially effected the relationship between the treatment and the subsequent readiness achievement. Classroom observations and teachers' reports were used in data collection relevant to this question. Data were gathered pertaining to the daily classroom activities, student age, socioeconomic status of parents, and attendance during the treatment period. Additionally, factors such as class size and physical space were also considered. After the five-month treatment, a post-test battery of standardized tests was given to all students measuring five dependent variables: visual discrimination skills, auditory discrimination skills, letter naming, vocabulary, and concept development. Data pertaining to the dependent variables and to the classroom factors were statistically analyzed using regression models for univariate and multivariate analyses of variance. Results indicated that the conventional approach was significantly more effective than the PRS Program in facilitating the attainment of the following reading readiness skills: visual discrimination, auditory discrimination, letter naming and vocabulary. The Prereading Skills Program and the conventional approach to reading readiness were equally effective in facilitating the attainment of basic concept development. Significant differences in the proportion of time teachers devoted to daily activities, and in the number of days absent from school during the treatment period were identified. On the basis of the results of this study, it was concluded that the conventional approach to reading readiness instruction was superior to the Prereading Skills Program in facilitating the attainment of reading readiness skills. However, the implication was that success of any reading program is dependent upon many classroom factors, most important of which are the skills and the enthusiasm of the teacher for the method of instruction employed.

READING SPECIALISTS IN OHIO: AN ANALYSIS OF TEACHING, SUPERVISORY AND ADMINISTRATIVE TASKS

FLICKINGER, Gayle Glidden, Ph.D.
The University of Akron, 1977

The Problem

The purpose of the study is to analyze the relationship between the four categories of reading specialists and the frequency with which they perform tasks, in a stratified random sample of school districts, in the public schools of Ohio. The results provide a means by which the reading specialists may analyze their positions regardless of designated district title. The categories used are those established by the International Reading Association: special teacher of reading, reading clinician, reading consultant and reading director.

The Procedure

A stratified random sample of subjects was used for this study. The sample included 600 reading specialists selected randomly from the reading specialists' population in the four school districts: exempted village, county, local and city. Mailed questionnaires were employed and brought a return of 82 per cent.

The major hypothesis that gave direction to the study was: There will be a significant difference at the .05 level of the frequency with which the special teacher of reading, the reading clinician, the reading consultant, or the reading director perceive the frequency with which they perform certain teaching, supervisory, and administrative tasks. This hypothesis generated 96 other hypotheses as each of the 24 tasks were analyzed by each category of reading specialist.

There was a significant difference between the four categories of reading specialists in the frequency with which they performed 23 of the 24 teaching, supervisory and administrative tasks.

Conclusions

The significance of this study rests with the premise that it has endeavored to analyze the role of the reading specialists and to delineate some responsibilities and tasks that are characteristic of the reading specialists. 1. Different titles do not always indicate different duties or responsibilities. Respondents listed a total of 94 different titles. 2. Responsibilities may be the same for all reading specialists, regardless of title. 3. The Ohio reading specialist is a product of the educational facilities of the State of Ohio. 4. Specialization or experience at the junior and senior high school level appears to be less than in the elementary school. 5. The informal responses written on the questionnaires indicate a willingness on the part of the reading specialists to become involved in reading research and may also indicate a need for the recognition of the roles and responsibilities of these reading specialists.

Based on the findings of the study the following implications are made: 1. Locating information concerning reading specialists on a statewide basis from the certifying agency was found to be an almost impossible task. There is a need to categorize information on holders of reading validations and reading supervisor's certificates within a central agency. 2. There is a certain percentage of time that the reading specialists are involved in tasks of administration and supervision. Such involvement indicates the need for preparation in these areas, since at the present time neither reading validation or reading

(continued)

supervisor's certification require courses in the areas of supervision or administration. 3. Reading specialists may be involved in matters concerning the reading budget. There is no preparation required in this area of school management; professional growth opportunities need to be provided in this area. 4. The reading specialist may be called upon to direct reading programs as well as other reading specialists in the district. A course in managing a reading program would be a useful adjunct to the existing reading programs. 5. There is a need for the International Reading Association as a professional organization to look toward setting up a system of professional certification on a national basis that would insure some uniformity in the levels of preparation for the reading specialists nationwide. Order No. 77-29,597, 190 pages.

A DESCRIPTIVE STUDY OF THE EFFECTS OF LANGUAGE EXPERIENCE BASED LESSON STRATEGIES ON THE READING SELF-CONCEPT AND READING PERFORMANCE OF SELECTED FIFTH GRADE STUDENTS Order No. 7732403

GETZ, George Gordon. Ed.D. Virginia Polytechnic Institute and State University, 1977. 118pp

It was the purpose of this study to examine the use of the natural language of the five subjects identified as having low reading self-concept as the basis for reading instruction, and to analyze, before and after the treatment period, the miscues of the subjects to determine if the use of the language experience lesson strategies had any effect on the quality or the quantity of the subjects' miscues. Further, the reading self-concepts of the subjects were analyzed before and after the treatment period to determine if there was a change.

The data for this research were obtained by analyzing the oral reading miscues of the five subjects using the Reading Miscue Inventory (RMI) (Goodman and Burke, 1972). A miscue is a deviation between the reader's oral response and the printed material. In analyzing a reader's miscues it is possible to measure the variables surrounding the miscues both quantitatively and qualitatively.

A review of the literature provided background into the area of the self, self-concept and overall achievement, self-concept and reading, language experience approach to reading and the Reading Miscue Inventory.

Upon completion of the treatment period and the analysis of the pre- and post-RMI's, it was found that the five subjects had made gains in their ability to utilize the three cueing systems facilitating an increase in the quality of miscues, and decreasing the quantity of miscues. Concomitantly, the data reflected an increase in the subjects' reading self-concept, especially with respect to reading in the presence of and for others.

It was concluded that the study provides an alternative approach to reading instruction that utilizes the inherent language of the subject and that reading programs for the upper elementary student with a poor reading self-concept need not be presented as a skill-oriented process alone, but dealt with as a meaning-based, interactive language and thought process. The study also provided evidence that the reading self-concept semantic differential scale created for this study can be utilized as an effective tool in classrooms to measure children's reading self-concept as a tool in program assessment from the affective standpoint.

It is recommended that this study, using the RMI as a diagnostic reading instrument and the reading self-concept semantic differential scale might be extended, using different locale, socioeconomic and grade-level populations. It is recommended that the study be carried out in an experimental design.

AUDITORY TRAINING: EFFECT ON AUDITORY DISCRIMINATION, LISTENING COMPREHENSION, AND READING ACHIEVEMENT

GICK, Randa Ann Willging, Ph.D.
Fordham University, 1977

Mentor: Carolyn N. Hedley

The purpose of this study was to determine the effects of an auditory memory training program on auditory discrimination, listening comprehension, and reading achievement of primary students with inadequate auditory discrimination.

The subjects were selected from a total population of 111 first-grade children in a public school system located in a suburban community in Bergen County, New Jersey. The population was representative of English-speaking children from a middle-class community. The study population included 61 subjects who were identified as having inadequate auditory discrimination and as not receiving supplemental instruction.

The materials employed in this investigation included: (1) the Auditory Discrimination of Phonemes Test, constructed by the investigator to assess each student's auditory discrimination ability, (2) the Durrell Listening-Reading Series, Primary Level, to assess each student's listening ability, (3) the Metropolitan Achievement Test, Primer, to assess each student's reading ability, and (4) the Auditory Training Program.

The subjects were assigned to control and experimental groups. The control groups, which included 21 children, maintained their regularly scheduled academic program. The experimental groups, which included 40 children, received the Auditory Training Program consisting of 30 twenty-minute daily lessons.

The data collected according to pretest-posttest design were analyzed by means of a series of analyses of covariance. The findings of this study were as follows: 1. There was a significant difference at the .01 level between the adjusted posttest scores of control and experimental groups on achievement in auditory discrimination. The results favored the experimental group. 2. There was no significant difference between the adjusted posttest scores of control and experimental groups on achievement in listening comprehension. 3. There was no significant difference between the adjusted posttest scores of control and experimental groups on achievement in reading.

Within the limits posed by the measuring devices, the duration of the study, and the sample, the following conclusions were reached: 1. The Auditory Training Program did contribute significantly to achievement in the ability to discriminate in the auditory mode at the first-grade level. 2. The Auditory Training Program did not contribute significantly to achievement in listening comprehension or reading at the first-grade level.

The present study suggested that children, encountering difficulty in discriminating in the auditory mode, be exposed to systematic training in auditory memory in order to develop adequate ability in auditory discrimination. It further demonstrated that it is not worthwhile to include an intensive, systematic training program in auditory memory beyond what is provided in conventional curriculums with the aim of increasing reading ability or listening ability.

Order No. 77-28,079, 233 pages.

AN ASSESSMENT OF MIDDLE SCHOOL READING PROGRAM PRACTICES IN THE STATE OF CONNECTICUT
Order No. 7732770

GIRARD, Blaine Henry, Ed.D. Boston University School of Education, 1977. 444pp. Major Professor: Thomas E. Culliton, Jr.

The Problem

The primary purposes of the study were to determine the objectives of middle school reading programs through research and literature relative to the middle school concept, the teaching of reading in general, and the middle school program in particular. Secondly, a proposed assessment was sent to experts in reading at the national level for their review and critique. The purpose of this stage of the study was to refine the proposed assessment based upon the input of nationally recognized reading specialists. At the same time the researcher was to determine if general agreement could be attained from reading specialists at the national level as to what constituted desirable reading program objectives. Next, the writer was to determine how the level of achievement of middle school reading programs in the State of Connecticut compared with level of recommendation by reading specialists at the national level. The final major purpose of the study was to determine how management techniques at the middle school level compared with Management By Objectives practices currently being introduced to public school administration.

Procedures

From an examination of literature and research, statements of objectives were tentatively established by the researcher as desirable reading program objectives for middle school reading programs. The tentative statements were then submitted to 21 reading specialists at the national level for the purpose of ranking their importance, gathering suggestions, and in general to refine the reading program needs assessment instrument. Ninety percent returns were attained from the reading specialists at the national level.

The assessment was sent to 73 identifiable Connecticut middle schools to be completed by a reading specialist or consultant or by a team of such personnel where more than one existed on a given staff. In cases where neither reading specialist or consultant existed, the principal was asked to accomplish the assessment. Overall, 75% of the middle school assessments were completed and returned.

Conclusions

Conclusion One. The writer discovered middle school reading program objectives to be in harmony with the middle school concept which emphasized meeting the needs of students as individuals. Additionally, the writer found that a middle school needs assessment instrument, receiving overall endorsement by reading specialists at the national level, could be developed.

Conclusion Two. Data received from Connecticut middle schools led the writer to conclude that a device, pinpointing process objectives leading to the attainment of given product objectives, could be highly diagnostic relative to the determination of key weak objective areas.

Conclusion Three. Ninety percent of the product objectives received a level of achievement significantly less than level of recommendation as revealed through the Chi Square tests of significance. This suggested a great deal has yet to be accomplished to bring about improvement to reading programs at the middle school level.

Conclusion Four. The study uncovered a clearly defined need for research in, and the subsequent designing of management techniques curricula at the university graduate school level in departments of reading for preparing reading consultants/directors to carry out their leadership responsibilities within school systems. Besides having expertise, within the area of reading, the consultant/director must have management knowhow based upon systematic study of the area.

Conclusion Five. Overall, middle school respondents having the title of consultant served in the same capacity as reading specialist. It is vital to reading program improvement that three levels be in operation: program director, consultant, and specialist each with roles appropriate to position.

THE EFFECT OF CONTINGENT INSTRUMENTAL MUSIC INSTRUCTION ON THE LANGUAGE READING BEHAVIOR AND MUSICAL PERFORMANCE ABILITY OF MIDDLE SCHOOL STUDENTS
Order No. 7732025

GORDON, Michael Vinzant Wyatt, Ed.D. Columbia University Teachers College, 1977. 97pp. Sponsor: Professor R. Douglas Greer

This study examined two related problems: (1) Does contingent music instruction act as reinforcement for reading behavior in the classroom? (2) What is the effect of contingent music instruction on music performance achievement levels? Fifty-four subjects were selected from among all fourth graders in two schools in an inner-city school district in the northeastern part of the United States. They were selected on the combined basis of the following: (1) music aptitude, (2) interest in playing a band instrument, (3) parental interest, and (4) classroom teachers' recommendation.

One class of 27 students for each of the two schools was formed to receive music instruction from an itinerant music teacher. One class was designated as experimental group; the other as control group. The experimental group was determined to be at least one year delayed in reading by standardized reading achievement test. The control group was on "grade level" or more in reading. The Metropolitan Reading Achievement Test and the Watkins-Farnum Music Performance Scale were administered as pre- and posttest measures of reading achievement and music performance achievement, respectively.

A reversal design was combined with a non-equivalent experimental-control design to observe group reading comprehension performance under no reinforcement and contingent reinforcement conditions. During the two baseline (no reinforcement) phases, experimental subjects completed reading comprehension problems based on short reading passages. Their rate of correct answers during the forty-minute reading period was computed daily. All subjects received music instruction daily, non-contingently, during baseline phases. During the two treatment phases (contingent reinforcement with music instruction), experimental subjects meeting individual daily criterion in reading received music instruction in the music room. Control subjects did reading problems under the same conditions as the experimental subjects, except that their music instruction was always received non-contingently.

Analyses of the twenty daily reading achievement measures revealed significant differences between the no reinforcement and contingent reinforcement conditions ($p < .01$) and between the experimental and control groups during the contingent reinforcement phases ($p < .001$). Analyses of the pretest posttest reading achievement data revealed a significant difference between groups at pretest and no difference at posttest. Analyses of pretest posttest music performance achievement revealed no significant differences between groups. Music instruction was found to be an effective reinforcer for increasing actual daily reading performance. Contingent music instruction did not affect music performance.

A STUDY OF THE RELATIONSHIP OF ELEMENTARY ADMINISTRATIVE READING TASKS TO ADMINISTRATIVE BACKGROUNDS

Order No. 7731622

HUTSON, Carol Miller, Ph.D. George Peabody College for Teachers, 1977. 134pp. Major Professor: Willis Furtwengler

The purpose of this study was to investigate the relationship between the background of elementary administrators and the administrative function which relates to elementary reading programs. The administrative functions were defined as (a) planning, (b) coordinating, (c) communicating, and (d) evaluating. The background of elementary administrators was defined as: (a) teaching experience at the elementary level, (b) administrative experience at the elementary level, and (c) completed college credit hours which relate to reading.

An instrument, "Elementary Administrator's Reading Task Survey" (EARTS), was developed to measure an administrator's degree of involvement and self-perceived level of effectiveness in the four defined administrative function areas. The EARTS contained 24 items with six items developed for each of the four categories: planning, coordinating, communicating, and evaluating.

The hypothesis was as follows: The administrator's background will not be significantly related to administrative functions within the elementary reading program.

The results were as follows: 1. Elementary teaching experience of principals was inversely significantly related to the principal's degree of involvement in the planning of an elementary reading program at the .01 level. 2. Length of elementary teaching experience of principals was inversely significantly related to the degree of the principal's self-perceived level of effectiveness in planning the elementary reading program at the .05 level. 3. Length of administrative experience was significantly related to the degree of the principal's involvement in planning the elementary reading program at the .05 level. 4. Length of administrative experience was significantly related to the degree of the principal's self-perceived level of effectiveness in planning the elementary reading program at the .01 level. 5. Number of completed college credit hours in reading and reading related courses was significantly related to the degree of the principal's involvement in planning the elementary reading program at the .01 level. 6. Number of completed college credit hours in reading and reading related courses was significantly related to the degree of the principal's self-perceived effectiveness in planning the elementary reading program at the .05 level. 7. Number of completed credit hours in reading and reading related courses was significantly related to both the principal's degree of involvement and self-perceived level of effectiveness in coordinating, communicating, and planning the elementary reading program at the .01 level.

The formula for the Pearson product-moment correlation coefficient, a test scoring and item analysis, and a multiple regression analysis were utilized. Alpha scores completed were as follows: Planning--.7811, Coordinating--.7866, Communicating--.8220, and Evaluating--.7378. The alpha on the total instrument was .9262.

THE EFFECTS OF TRAINING ON PERFORMANCE OF ELEMENTARY TUTORS AND READING GAINS OF PRIMARY TUTEES

LAYCOCK, Virginia Klemkowski, Ed.D.
Memphis State University, 1977

Major Professor: Bonnie B. Roberts

As student tutoring is being used to supplement classroom instruction, preparation of tutors has become a concern in program implementation. The present study was designed to compare differential effects of four types of tutor training on the performance of tutors and on the reading gains of tutors and tutees. The study addressed three major questions: (1) To what extent are skills emphasized in training applied in the tutorial setting? (2) Do types of training differentially affect sight word gains achieved? and (3) What tutor behaviors are most associated with tutee achievement?

First, second, and third graders from two, open-space public schools were referred to receive assistance in reading. Teachers also recommended fourth, fifth, and sixth graders to serve as tutors. Seventy-two pairs were randomly selected from those referred and randomly assigned to one of four training conditions: Instructional, Interactive, Combined, or Minimal. Tutors in the first three groups attended separate series of six, 40-minute training workshops conducted by the researcher. Workshop treatments used comparable methods and differed only in the types of skills emphasized. Tutors in the final group received only the minimal directions given to all tutors prior to meeting their tutees.

All tutees were individually pretested on reading Fry's list of Instant Words. The first 50 words missed by each tutee were prepared on flashcards for tutorial use. Tutors were pretested on the word lists of their tutees. Reading ability was assessed in terms of an absolute (words read correctly) and a proficiency measure (words read correctly per minute).

Tutoring pairs worked for five, 20-minute sessions over a two-week period. Each lesson was tape recorded by the tutor. All students were posttested on their respective word lists. Five, four-minute time samples were extracted systematically from the tapes of each tutor. Five trained raters scored verbal behaviors of tutors by recording frequencies in 16 performance categories.

Group means were compared for each dependent measure using oneway analysis of variance. The following results were significant at the .05 level: (1) tutors with Instructional and Combined training differed from those with Minimal training in that they used more gaming but required fewer tutee responses; (2) tutors with Instructional and Combined training used more gaming than tutors with Interactive training but they less frequently pronounced words for tutees or used other less common techniques; (3) tutors with Instructional training scored highest in number of different activities included and use of tracing and writing techniques.

On the following measures, tutors did not differ significantly as a function of training: (1) praise, correcting and re-presenting, and encouragement; (2) frequencies of introductory, drill, and time sampling activities; (3) number of different teaching techniques; (4) frequencies of phonics, using and defining, and visual-spelling techniques. Whether progress was evaluated in absolute or proficiency terms, tutor training had no significant effect on reading gains achieved by either tutors or tutees.

Multiple regression analysis was used to identify significant predictors of tutee achievement. Five of the six most powerful predictors of number of words mastered were negatively correlated with achievement: praise, correcting and re-presenting, introducing words, drilling, and time sampling. The single positive predictor of words mastered was the number of tutee responses per lesson. Variables found to account for variance in tutee proficiency gains included the number of tutee responses, the use of less typical reading techniques, and gaming as positive predictors. Phonics, encouragement, and the number of different lesson activities were negatively related to proficiency gains.

It was concluded that training as provided and evaluated had only limited effectiveness. High productivity of tutors with only minimal training suggests that formal preparation may not be necessary. Order No. 77-28,792, 141 pages.

THE EFFECTS OF A CREATIVE READING PROGRAM EMPHASIZING THE RELATIONSHIPS OF LANGUAGE AND ELABORATION OF STORY CONTENT

Order No. 7730487

LOFTON, Glenda Gaar, Ph.D. University of Georgia, 1977. 295pp. Supervisor: Dr. Byron Callaway

The purpose of this study was to determine the effects of a creative reading program, which emphasized the relationships of language as a means for elaborating on story content, on the creative thinking abilities and reading comprehension of selected fourth and fifth grade students.

Seventy-eight fourth and fifth grade students from Tinsley Elementary School in Bibb County, Georgia, were randomly assigned to two treatment groups for a 10-week training period. The Treatment 1 Group participated in the creative reading program, and the Treatment 2 Group continued their usual instruction as outlined in the Houghton Mifflin basal series.

The initial equality of the treatment groups in knowledge of the basic relationships of language, the creative thinking abilities of fluency, flexibility, and originality, and literal and inferential comprehension was determined by administering the P/S Language Inventory, the Torrance Tests of Creative Thinking, Verbal Form A, and the New Developmental Reading Test for Intermediate Grades (4, 5, 6), Form A.

After 10 weeks of training, posttests were administered on the Torrance Tests of Creative Thinking, Verbal Form B, the New Developmental Reading Test for Intermediate Grades, Form B, and three creative reading tasks designed by the investigator--the Asking Task (asking questions about what the story does not tell), the Adding Task (adding new ideas to story content), and the Changing Task (modifying or changing story content). The originality of the Adding and Changing Tasks was assessed by Torrance's Supplementary Scoring Guide for the Evaluation of Originality and Interest.

A one-way analysis of variance was used to determine the differences between treatment groups on the dependent variables of creative thinking and reading comprehension. An alpha level of .05 was required to reject the 10 null hypotheses related to these variables.

Pearson's product moment correlation coefficients were computed to establish inter-scorer reliability on the three creative reading tasks and the originality of the Adding and Changing Tasks.

Statistical analyses of the data yielded the following results: 1. Students participating in the Creative Reading Training Program performed significantly better on two of the three creative reading tasks: asking questions about what the story does not tell ($F=17.87$, $p < .01$) and making changes or modification of story content ($F=8.13$, $p < .01$). 2. The true difference between students participating in the Creative Reading Training Program and those participating in the Basal Reading Program on the third creative reading task, the addition of ideas to story content, could not be determined because of the failure of 17 of the basal reading group and three of the creative reading group to follow accurately the directions on the task. 3. Students participating in the Creative Reading Training Program scored significantly better on the originality of the Creative Reading Changing Task ($F=11.99$, $p < .01$). However, there was no significant difference between the creative reading treatment group ($M=2.05$) and the basal reading treatment group ($M=2.03$) on the originality of the Creative Reading Asking Task. 4. Mean differences between students in the creative reading treatment group ($M=126.92$, $M=33.5$, $M=58.61$) and the basal reading treatment group ($M=106.83$, $M=31.38$, $M=49.35$) on the creative thinking abilities of fluency, flexibility, and originality respectively were not statistically significant. 5. Differences between the creative reading treatment group ($M=30.63$, $M=28.05$) and the basal reading treatment group ($M=29.45$, $M=25.88$) for literal and inferential comprehension respectively were not statistically significant.

The results suggest that aspects of creative reading, as defined in this study, can be taught.

AN INVESTIGATION OF THE RELATIONSHIP BETWEEN CONCEPT OF READING AND ACHIEVEMENT IN READING

Order No. 7732176

MARTIN, Rita Jean, Ph.D. Texas A&M University, 1977. 214pp. Chairman: Dr. Joseph Ilika

The study addressed the question: Does a planned program designed to facilitate the development of pupils' concepts of reading result in improved reading achievement? In order to investigate the question, the following research statements were explored: 1. Major research statement: Third grade pupils participating in a planned program designed to facilitate the development of a functional concept of reading show greater reading achievement than third grade pupils not participating in the program. 2. Ancillary research statement: Teacher identified lower and middle reading level third grade pupils participating in a planned program designed to facilitate the development of a functional concept of reading show greater reading achievement gain than third grade pupils in teacher identified higher reading level third grade pupils.

Specific research statements that reflected the major and ancillary research statements are summarized as follows: Third grade pupils participating in a planned program designed to facilitate the development of a functional concept of reading exhibit higher test scores in reading comprehension, reading vocabulary, reading accuracy, reading rate, and concept of reading.

A sample of 6 third grade reading classes in a metropolitan school district in the southwestern area of the United States was randomly assigned to either a control or an experimental treatment. The experimental treatment was designed to facilitate the development of a functional concept of reading and, as a result, to increase reading achievement. The control treatment involved children's literature activities. The instruments used for measurement were the Iowa Test of Basic Skills, the Gilmore Oral Reading Test, and the Concept of Reading Inventory. Pupil gains in reading were assessed in comprehension, vocabulary, accuracy, rate, and concept of reading. The data were analyzed using a 2 X 3 analysis of covariance.

The analysis of the data revealed no differences for the treatment effect between the control and the experimental groups as measured by the instruments. However, a $p < .071$ level of significance for the treatment effect was found in comprehension as measured by the Gilmore Oral Reading Test. Treatment-by-level interactions at $p \leq .05$ were found for the Gilmore Oral Reading Test comprehension, accuracy, and rate tests, and the Iowa Test of Basic Skills vocabulary subtest.

A STUDY OF THE EFFECTIVENESS OF SELECTED PROGRAMS IN PRODUCING STUDENT GAINS IN ACHIEVEMENT IN READING AND SPELLING Order No. 7732132

MERDAN, Mary Lou Lee, Ed.D. The University of Nebraska – Lincoln, 1977. 83pp. Adviser: Rosalie W. Farley

Purpose

The purpose of the investigation was to determine the relative effectiveness of: (1) Project INSTRUCT Array I, (2) Project INSTRUCT Array II and (3) the Houghton Mifflin, 1971, Reading Series in producing student gains in achievement in the areas of reading and spelling. The dependent variables were reading and spelling and the independent variable was reading method. The covariate was general mental ability.

Procedures

Seven elementary schools in the Papillion Public Schools, Papillion, Nebraska, and seven elementary schools in the Lincoln Public Schools, Lincoln, Nebraska, were involved in this study. The student population represented were those students who had been enrolled as first and second graders in the selected schools during the 1974–1976 school term.

The instruments used consisted of the achievement tests and tests of general mental ability in use in the selected school districts. Therefore, Lincoln Public School subjects were administered the Metropolitan Achievement Test for Primary 2, Level G, and the Otis Lennon Mental Ability Test, Elementary I Level, Form J. The Papillion Public School subjects were administered the Science Research Associates Achievement Series, Level 1, Form E, Primary Edition, and the Science Research Short Test of Educational Ability. Subjects from both school districts were administered the spelling subtest of the Wide Range Achievement Test.

The data for this study were analyzed using a multivariate analysis of covariance with general mental ability as the covariate.

Findings

1. The Pearson product moment correlation coefficient revealed shared variance existed between the variables (Reading, Word Knowledge, and Spelling) and the covariate (IQ). 2. The stepdown F ratio computed on the data from both districts was significant for Spelling but not for Reading. 3. The stepdown F ratio was not significant for Word Knowledge when the data from one district were computed. 4. The Scheffé Multiple Comparison results indicated Array II students performed significantly higher on Spelling than did Array I and Houghton Mifflin students in the Lincoln Public Schools. 5. The mean scores adjusted for the covariate revealed Array I students performed significantly higher on Spelling than did Array II students in the Papillion Public Schools.

Conclusions

1. The shared variance between Reading and IQ was higher than the shared variance between Spelling and IQ as measured by the instruments used in this study. 2. There was no significant difference in student gains in Reading and Word Knowledge achievement between students in Project INSTRUCT Array I, Project INSTRUCT Array II, and Houghton Mifflin, 1971, Reading Series. 3. There was a significant difference in Spelling achievement between students in Array I, Array II, and Houghton Mifflin, 1971, Reading Series. The findings were inconclusive since the significant difference favored Array I in one district and Array II in the other district.

Recommendations

It is recommended: 1. Existing dissemination and training materials for the INSTRUCT spelling component should be revised and emphasis should be placed on dissemination of the spelling options of the Project INSTRUCT Array I and Array II. 2. Consideration should be given to development of creative and application writing activities suitable for interest centers to extend and maintain student spelling skills.

AN ANALYSIS OF THE LEVELS OF COMPREHENSION REQUIRED BY QUESTIONS IN TEACHERS' MANUALS OF SELECTED BASIC READING TEXTBOOKS

NICHOLSON, Janice I., Ed.D.
Mississippi State University, 1977

Director: Dr. Aubrey W. Shelton

The purpose of this study was to determine the levels of comprehension required by the discussion questions included in the teachers' manuals that accompany selected basic reading series for fourth grade.

Four basic reading texts were chosen for study. Ninety questions from each text were randomly selected and classified according to the categories included in the Barrett Taxonomy Cognitive and Affective Dimensions of Reading Comprehension. Questions chosen for classification were rated independently by three raters. All three raters had training in classifying questions according to the Barrett Taxonomy.

Question 1: The first question concerned the levels of thinking that should be evoked when pupils are asked to respond to the discussion questions included in the teachers' manuals of the four basic reading series studied. Category frequencies of the ratings were compiled and percentages of the levels of questions were calculated. Results of this classification imply that a majority of the discussion questions in the teachers' manuals studied required an expected response on the Literal level of thinking.

Question 2: The second question was concerned with the extent to which the questions in the teachers' manuals emphasize the higher levels of comprehension. Results of the classification were divided into high level and low level responses and percentages were calculated. High level responses included those questions judged to be in the categories of Reorganization, Inferential Comprehension, Evaluation, and Appreciation. Low level responses were those questions judged to be in the category of Literal Comprehension. Results of these data indicated that a majority of the questions emphasized the lower level thinking processes. Most of the higher level thinking questions were judged to be in the Inferential Comprehension category. Relatively few questions were classified in the other designated higher level categories of Reorganization, Evaluation and Appreciation.

Question 3: The third question was designed to determine if a statistically significant difference in the number of literal level and high level questions between basic series existed. A chi-square analysis was performed to determine if a statistically significant difference existed. Computer program CHICHI was used. The chi-square analysis showed a significant difference between one of the series represented and all of the other series studied. Order No. 77-28,562, 66 pages.

THE EFFECTS OF SUMMER VACATION ON READING RETENTION Order No. 7730658

PEREZ, Samuel Arthur, Ed.D. Utah State University, 1977. 129pp. Major Professor: Dr. L. Gail Johnson

This study was designed to assess the effect of the summer vacation period on the overall reading ability and specific reading ability of first, second, third, fourth and fifth grade children, as measured by norm-referenced and criterion-referenced reading tests.

Method

Subjects in the study were 84 first, second, third, fourth and fifth grade children enrolled in the Edith Bowen Laboratory School in Logan, Utah. The subjects were administered the Gates-MacGinitie Reading Test, Primary A to first graders, Primary B to second graders, Primary C to third graders, and Survey D to fourth and fifth graders. The Wisconsin Tests of Reading Skill Development, Levels B, C and D, were administered to the subjects for the level or levels for which they received reading instruction during the school year. The testing was conducted 2 weeks prior to and 2 weeks after the summer vacation period. An analysis of variance statistical treatment was used to analyze the data.

Conclusions and Implications

No significant differences were found between the mean and variance test scores on the Gates-MacGinitie Reading Tests.

Significant differences were found between the mean spring and fall test scores on two of the 33 Wisconsin Tests of Reading Skill Development. Significant gains were found on the measures of short vowels and middle vowels.

After examining the percentage of subjects who were classified as "masters" (achieving a score of 80% correct or higher on a specific skill test) in the spring compared to the percentage of subjects classified as "masters" in the fall, it was concluded that the difference was not great enough for teachers using objective-based reading programs to conduct massive retesting of reading skills before beginning reading instruction in the fall. Instead, retesting of subjects might be done on the basis of teachers' subjective judgement.

It was also concluded that since a comparison of the spring and fall mean test scores revealed a change from the mastery level to the nonmastery level on the vowel + r, a + l, a + w reading skill and the scores on the reading skills of Contractions, Consonant Variants, Final Vowels, Accent, and Unaccented Schwa were below the mastery level on the spring and fall tests, the classroom teacher should spend more time reinforcing these reading skills during the regular school year in addition to reteaching or reviewing these reading skills in the fall after the summer vacation.

TEACHING READING IN URBAN SCHOOLS: THE RELATIONSHIP BETWEEN TEACHER BEHAVIOR AND PUPIL ACHIEVEMENT IN READING COMPREHENSION Order No. 7731503

PRESTON, Fannie Wiley, Ph.D. University of California, Berkeley, 1977. 195pp.

Research on teaching reading has been explicit in its conclusion that the single most important element is the teacher. This study was undertaken to determine the relationship between specific teacher behaviors and pupil achievement in reading comprehension. What do teachers do that makes a difference in pupil learning?

One hundred and thirty-five third-grade teachers in a large, urban, multi-cultural school district were ranked on the basis of the mean achievement of their classes the year prior to the study. Teachers whose classes rated at the 50th percentile or above were labeled "high"; the teachers ranked at the 24th percentile were labeled "low." A random sample of twenty teachers was drawn from within these two subgroups of the population.

Data was collected over a period of six months using a category system and a rating system. An audio tape was made of each observation session using a portable microphone. Pre and post test data was obtained for the students participating in the study.

The data was analyzed using factor analysis and regression analysis. Specific teacher behaviors were the independent variable, and pupil gain was the dependent variable. A significant relationship (probability less than .01) was found between the composite variable "Effectiveness," the variable "Acceptance," and pupil gain.

"Effectiveness" involved the degree to which the teacher is able to establish an overall rapport with the class and plan appropriate and interesting lessons. "Acceptance" is the degree to which the teacher accepts pupils' ideas, feelings and responses. Teachers who had positive amounts of these behaviors had pupils with higher gain scores in reading comprehension.

Patterns, matrixes, of teacher behavior were found to relate significantly to pupil behavior rather than any single, isolated behavior. Behaviors were present in teachers in varying quantities. When all of the variables analyzed in this study were viewed in combination they were significantly related to pupil achievement at the .001 level.

The significance of this research lies in (1) the degree to which delivery systems can be developed to translate these categories of teacher behavior into effective teacher education curriculum, (2) the development of research-based instruments that contain dimensions related to pupil learning, the use of these instruments in classroom observation, and (3) the potential for teachers to do congruency testing within the framework of the specific dimensions included in such instruments.

ELEMENTARY PUPILS' PERCEPTIONS OF READING AND SOCIAL STUDIES MATERIALS. DOES THE SEX OF THE MAIN CHARACTER MAKE A DIFFERENCE?
Order No. 7803973

SCOTT, Kathryn Phillips, Ph.D. University of Washington, 1977. 133pp. Chairperson: Professor James A. Banks

This experimental study examined the impact of increased representation of females in nonstereotyped roles in textbooks on the perceptions of female and male elementary pupils. Sixty-five female and forty-five male third and fourth graders participated by reading eight short stories excerpted from social studies and reading texts and by answering questions at the end of each story. All pupils read the same eight stories over a period of four weeks. Each story had two versions: one with a female main character or stimulus person and one with a male stimulus person.

Pupils were randomly assigned to one of three treatment conditions. One third of the subjects read a majority of stories with female stimulus persons, one third read a majority of stories with male stimulus persons, and one third read stories with an equal number of female and male stimulus persons. The first, fifth, and eighth stories read were selected for comparison to measure the impact of the stories over time. The experiment was a 2(Sex of Subject) X 3(Treatment Condition) X 3(Story Trial) factorial design with repeated measures on the last factor.

The pupils' responses to the stories were expressed in nine dependent measures designed to assess their (1) evaluations of the story overall, (2) evaluations of the stimulus person, (3) predictions of themselves and other girls and boys in the activity of the stimulus person, and (4) overall attitudes toward women and men. Analysis of variance with repeated measures or analysis of variance was used in six different types of analyses to make comparisons among responses for each dependent measure. Individual comparisons were made for significant interactions.

There were a large number of findings significant at the .01 level of significance. Results for the analysis of variance of the six story trials with all female or all male stimulus persons read by the majority female or majority male treatment groups illustrate the overall findings. It was repeatedly shown that while there were no differences between female and male subjects' evaluations of stories with male main characters, stories with female main characters were liked significantly more by females than by males (simple main effect, $F=18.673$, $df=1/207$, $p < .0001$). Evaluations of the stimulus person also repeatedly showed that male main characters were liked equally by both groups, but that female main characters were rated lower by males than by females (simple main effect, $F=57.48$, $df=1/207$, $p < .0001$).

The findings indicated that pupils' predictions of who could perform the activity of the stimulus person varied significantly according to the sex of the subject and the sex of the stimulus person. Female subjects were more likely to predict that the same number of girls and boys could do the activity than were male subjects, who predicted that more boys than girls were able to do the activity ($F=24.110$, $df=1/400$, $p < .001$). Subjects who read female stories were more likely to predict that the same number of girls and boys could do the activity than were subjects who read male stories ($F=25.758$, $df=1/400$, $p < .001$). Males indicated more stereotyped responses on the Attitude Toward Women and Men posttest than did females ($F=11.655$, $df=1/81$, $p < .001$).

The results clearly indicated that: (1) Male pupils devalued stories with female stimulus persons. They were less attracted than female pupils to female main characters engaged in the same behavior as were males. (2) The presentation of female main characters increased the likelihood of pupils estimating the same number of girls and boys could perform the main activity and reduced the likelihood of pupils estimating that mostly boys or only boys could succeed in the activity. This outcome was true for both male and female pupils. Implications for textbook publishers and future research were discussed.

TEACHER PERCEPTIONS OF READING PRACTICES IN OVERACHIEVING AND UNDERACHIEVING FLORIDA ELEMENTARY SCHOOLS
Order No. 7729616

STOLL, Lynn Jeffe, Ph.D. University of Miami, 1977. 88pp. Supervisor: Dr. Charles Mangrum

Purpose

This was an exploratory study designed to test the hypothesis that educational practices could be identified which were related to successful and unsuccessful reading programs independent of non-school student background characteristics. The purpose of this study was to identify exemplary primary reading practices and to examine the perceived actual and ideal frequency of occurrence of these practices between overachieving and underachieving elementary schools.

Procedures

The population consisted of 114 overachieving or underachieving Florida elementary schools stratified proportionately by school district size and matched for non-school background characteristics (e.g., number of third-grade students with Spanish as a first language, the percentage of families who earned under $3,000, the percentage who were college educated, the percentage who were employed in a white-collar job, and the percentage of minority students). The population included only those schools in which third-grade students achieved higher or lower mean communication skills' subtest scores on the State Assessment test produced by the Student Assessment Section of the Florida Department of Education than would be expected given non-school background factors.

A conceptual model of exemplary primary reading practices was synthesized from a review of the literature and a research instrument (Teacher Assessment of Reading Programs, TARP) was constructed to measure perceived frequency of occurrence of these exemplary practices in overachieving as opposed to underachieving schools. Teachers who had taught in the selected schools for at least one year and who were assigned to a regular first-, second-, or third-grade classroom were asked to complete the questionnaire (TARP) designed by the researcher. Data were collected from 84 percent of the sample ($N = 753$ teachers).

To test the relationship between frequency of occurrence of exemplary primary reading practices as perceived by classroom teachers and student under- or overachievement the data were submitted to a multivariate analysis of variance. The 2 x 3 design classified schools by district size and student under- or overachievement. Three data subsets were analyzed for six program components: discrepancy scores representing teacher dissatisfaction with the frequency of actual versus ideal occurrence of the exemplary practices, "is" scores representing teacher perception of the actual frequency of occurrence of these practices, and "should be" scores representing teacher perception of the ideal frequency of occurrence of the selected practices.

Conclusions, Implications, and Recommendations

The following conclusions were drawn from the results of this study: 1. Reading programs in overachieving schools are perceived to be more similar to a model of an exemplary primary reading program than are reading programs in underachieving schools. 2. Teachers in overachieving schools perceive that adequate provisions have been made for students with special learning problems whereas teachers in underachieving schools feel that these provisions are inadequate. 3. The exemplary primary reading practices synthesized from a review of expert opinion comprise a testable, conceptual model of an exemplary primary reading program. 4. Teachers in different size school districts have different perceptions of and expectations for their schools' reading programs.

The conclusions from this study imply that primary reading program components have been identified which can be manipulated administratively and do have a relationship to student reading achievement independent of non-school factors.

The findings of this investigation also tentatively suggest that if educational decision makers were to adhere to the programmatic guidelines specified by reading experts, student achievement might be increased in underachieving elementary schools.

THE SUITABILITY OF READING AND LANGUAGE TEXTBOOKS: IN REGARD TO STUDENT READING LEVEL
Order No. 7731134

THOMPSON, Parley Dean, Ed.D. Brigham Young University, 1977. 137pp. Chairman: M. K. Campbell

The purpose of this study was to determine the suitability of the second, fourth, and sixth grade language and reading textbooks by comparing their level of readability as measured by the Fry Readability Formula with the Comprehensive Test of Basic Skills test scores of the corresponding students in the Sierra Sands Unified School District. The Fry Formula was applied to the Harper and Row basal reading textbooks and to the Patterns of Language textbooks by American Book Company. The fall 1975 (CTBS) reading and language achievement scores of the corresponding students were used. It was concluded that: (1) the second grade reading textbook, Strand 2, was not suitable for the average second grade students' reading instruction, (2) the second grade language book should not be used for language instruction with the average second grade students, (3) the fourth and sixth grade reading and language textbooks are suitable for the students' instruction in their corresponding grades.

THE EFFECT OVER TIME OF PICTURES ON THE ACQUISITION OF SIMILAR AND DISSIMILAR SIGHT WORDS BY PREREADERS
Order No. 7732393

UDE, Carol Kruger, Ph.D. Emory University, 1977. 109pp. Adviser: Dr. Donald A. Gordon

In the present study the effects of picture cues on the learning of orthographically similar and dissimilar sight vocabulary words were investigated with prereading subjects. The goal of the study was to extend the existing findings in this area of reading research by: (1) examining the impact of time on the effects of picture cues, (2) further clarifying the role of the sex of the subjects, (3) clarifying the dimension of the orthographic similarity of the words taught through the development of guidelines for the selection of the similar and dissimilar words, and (4) varying the procedures used to present the picture cues.

Seventy-two children, 36 boys and 36 girls, who were enrolled in four different private kindergartens were assigned to one of three different groups: (1) a Word Alone treatment in which the graphic stimulus was presented alone, (2) a Simultaneous Picture-Word treatment in which the graphic stimulus and an appropriate picture were presented together on the same page, and (3) a Consecutive Picture-Word treatment in which the picture was presented first on a separate page, followed by presentation of the word alone on the separate page. Subjects were administered alternating training and test trials in three consecutive sessions which took place on different days.

Analysis of the results showed that subjects in the Word Alone group performed significantly better than subjects in either of the picture groups, and subjects in the two picture-word groups performed essentially the same. There were no overall sex differences nor was there any indication that the interference effects of the picture cues significantly changed over time. All subjects learned significantly more dissimilar words than similar words, and there was no interaction of word type with treatment group. Results were discussed in terms of previous findings and Samuels' "focal attention" theory, and directions for future research were suggested.

THE ROLE OF TEACHER EXPECTATION ON THE ACQUISITION OF READING SKILLS AND THE SELF-IMAGE IN THE PRIMARY GRADES
Order No. 7801183

WARLICK, Joan Quarles, Ed.D. University of South Carolina, 1977. 87pp.

This investigation was an attempt to determine whether or not primary teachers' expectations affect the acquiring of specific reading skills or the self-image of their pupils.

The sample consisted of ten teachers and 204 second grade pupils, designated as slow-learners, from two rural counties in South Carolina.

The teachers ranked their pupils, at both the beginning and the end of the two and one-half month study on a continuum on two items: 1) expected pupil performance, and 2) pupil perception of scholastic success.

In each of the ten classrooms, the five highest ranked students were designated top students in the reading group, the five median ranked students were designated middle students in the reading group, and the five lowest ranked students were designated low students in the reading group.

The Comprehensive Tests of Basic Skills, CTBS, Level B, Form S, was used to determine reading achievement. Brookover's Academic Self-Concept Questionnaire was used to assess self-image. The pupils had taken the CTBS in the spring prior to the investigation. Scores for the reading portion of the test were taken from the pupil's permanent school records. All the pupils in the sample were given the Academic Self-Concept Questionnaire in September, 1976 and again in November, 1976. The reading portion of the CTBS was administered to the pupils in November, 1976.

Using ANOVA, the reading scores of the top students were compared to the reading scores of the middle and low students. Between the top and the low students in these designated slow-learning groups, significant difference ranging from $F=5.795$, $p< 0.004$ to $F=5.011$, $p< 0.008$ was obtained on three of the four subtests for reading. On Total Reading, an $F=5.056$, $p< 0.008$ was found. No significant difference between groups was found on pupil self-image.

Correlational analysis yielded an $F=0.68058$, $p< 0.0001$ between the first and second teacher rank ordering of pupils on pupil perception of scholastic success (self-image). Correlational analysis of $F=0.61374$, $p < 0.001$ was found on teacher ranking of expected pupil performance.

The major conclusion of this study is that teacher expectations do affect the acquisition of reading skills between the top and the low students in a reading group of slow-learning pupils. When teachers believe students can achieve, students do achieve. When teachers believe that students cannot achieve, this belief influences student performance.

A COMPARISON OF TWO ORGANIZATIONAL APPROACHES TO READING INSTRUCTION IN THE MIDDLE SCHOOL

WELSCH, Vicki LaFreniere, Ph.D.
The University of Florida, 1977

Chairperson: Ruthellen Crews

The purpose of this study was to determine if significant differences in reading gains existed between the reading scores obtained from middle school students who participated for twelve weeks in a reading center based on the P.K. Yonge model and those scores obtained from the same middle school students who participated for the same amount of time in a traditional classroom approach to reading the following year. Gains were measured by pre and posttest scores from the following subtests of the Stanford Diagnostic Reading Test (SDRT), Level II: Reading Comprehension, Vocabulary, Syllabication, Sound Discrimination, Blending, and Reading Rate.

The sample for the study consisted of 704 students (360 males and 344 females) who worked on their reading skills in the reading center in a middle school in Gainesville, Florida during the 1975–76 school year and 755 students (382 males and 373 females) from the same middle school who participated in a traditional classroom approach to reading instruction during the 1976–77 school year. There were 220 sixth graders, 283 seventh graders, and 201 eighth graders who participated in the study during the 1975–76 reading center and 257 sixth graders, 238 seventh graders, and 255 eighth graders who participated in the 1976–77 traditional classroom approach. Fifty-three percent of the student body were on either free or reduced lunch, fifty-nine percent of the students were transported by bus from various parts of town, and forty-three percent of the students were Black while fifty-seven percent were classified as Other.

The treatment of the reading center group consisted of reading instruction by means of the adapted P.K. Yonge model. This model was designed to incorporate counseling techniques with reading instruction. Students were encouraged to work on specific skill needs that they identified on the basis of their pretest scores which they discussed with the teacher during an initial conference. Besides these specific needs, students also worked on other skills as were indicated by the reading teacher. Instruction in the reading center approach was scheduled on twelve week cycles with students coming to the reading center from their language arts classes on alternate days for a total of twelve weeks. During this time, students participated in the following activities: pretesting followed by an individual conference, eight weeks of skill instruction, and posttesting followed by a final individual conference during which the student and teacher discussed progress the student had made in reading.

The traditional classroom approach to reading consisted of reading instruction on a daily basis throughout the year. The materials consisted of a basal series supplemented by materials used in the reading center the previous year. For both the reading center approach and the traditional classroom approach classes were homogeneously grouped according to reading achievement.

The statistical analyses of pre and post test scores were done using the statistical analysis system MANOVA procedure. The multivariate statistic used was Pillai's Trace. Univariate ANOVAs were also computed for each of the six subtests to test for significant differences in the pre and post test scores.

There were statistically significant differences between the results of the reading center approach and the traditional classroom approach to reading instruction on all of the SDRT subtests. At all three grade levels the results of the sixth, seventh, and eighth grade students favored the reading center approach.

Order No. 77-29,295, 119 pages.

A STUDY OF THE EFFECTS OF TRAINED VS. UNTRAINED VOLUNTEER AIDES IN INDIVIDUALIZED READING INSTRUCTION IN GRADE FIVE Order No 7730877

WHITE, Annadale Rhoads, Ed.D. University of Northern Colorado, 1977. 111pp.

The purpose of the study was to investigate the relative value of the use of trained volunteer aides in individualized reading instruction compared with the use of untrained aides or no volunteer aides in fifth-grade reading classes. Training was defined to include one three-hour session of orientation and instruction by the reading teacher and scheduling of each trained volunteer's time by the teacher.

The study compared the improvement in the reading comprehension skills of students in an individualized reading program taught under three conditions: (1) taught by the classroom teacher alone, (2) taught by the classroom teacher and seven trained volunteer aides, and (3) taught by the classroom teacher and seven untrained volunteer aides.

The experiment was conducted at a middle-class public school, Condit Elementary School, in Claremont, California in the fall of 1975. Each of the eighty-one fifth-grade students enrolled in the school was placed randomly in one of the three subject groups. At the beginning of the experiment each subject was pre-tested by the Stanford Reading Test Intermediate II, Test I (Word Meaning) and Test II (Paragraph Meaning) Form W. After fifty-three hours of instruction during a sixteen week period each subject was post-tested by Form X of the same tests.

Two null hypotheses were tested. The first stated that there would be no significant differences in the gain scores in reading comprehension of word meaning between the three groups. The second stated that there would be no significant differences in the gain scores in reading comprehension of paragraph meaning between the three groups.

Subjects in the three groups had been selected using stratified random sampling procedures, but to further insure that the groups were drawn from the same parent population, the analysis of covariance was used. The data were then tested by the Scheffé Test for Multiple Comparisons. The values of F at the .05 probability level of significance were considered the criterion for accepting or rejecting.

Results

On the basis of the statistical treatment, the first null hypothesis was rejected. The group assisted by the trained volunteer aides showed much greater gains in word meaning comprehension than either of the other two groups. An alternative hypothesis, that the classroom teacher could effect greater gains alone than with the help of untrained aides, was not supported.

The second null hypothesis was retained. Neither the use of trained volunteers nor the use of untrained volunteers made a significant difference in reading scores in comprehension of paragraph meaning.

Conclusions

It was concluded that the use of untrained volunteer aides had no positive effect upon the success of teaching either word meaning or paragraph meaning. It was further concluded that the use of untrained volunteers did not adversely affect the teaching of those reading skills. Trained volunteers were not successful in assisting the teaching of paragraph meaning, but they were remarkably effective in aiding the class to learn word meaning.

An important question to which these conclusions led was, Why were trained volunteers so successful in teaching word

(continued)

meaning and so unsuccessful in teaching paragraph meaning? No positive answer could be given, but certain speculations were made regarding the appropriateness of the teaching tasks which were assigned to volunteers and the importance of specificity in their training.

Recommendations

It was recommended that suburban school districts develop comprehensive volunteer training programs, that volunteers be trained for specific teaching tasks, and that teacher training include an awareness of current patterns in school-community communication.

It was further recommended that other studies investigate the effects of volunteer training in other grade levels and locations, on varying socio-economic levels, in various academic areas, and including more training in the teaching of paragraph meaning.

The behavior modification method's objective was to teach auditory discrimination tasks through a program of discrimination tasks. The discrimination tasks were presented in order of increasing difficulty. The initial tasks were obvious and easy for the child, while the tasks near the end of the experiment were considerably more difficult. Subjects receiving this method experienced three sequentially ordered phases of discrimination tasks.

Analysis of the data consisted of a multiple analysis of variance calculated between the groups using the three criterion variables: ADT, MRT, and OLMAT scores. This analysis of variance procedure produced no significant F-ratios at either the .01 or .05 level of confidence. The implication is that specific training, at least in these two methods, does not improve students' abilities to discriminate between similar sounds more than auditory discrimination training that is normally encountered in the regular first grade readiness program.

Order No. 77-28,571, 71 pages.

THE EFFECTS OF TWO METHODS OF AUDITORY DISCRIMINATION TRAINING ON READING READINESS SCORES, INTELLIGENCE, AND AUDITORY DISCRIMINATION ABILITIES OF FIRST GRADE PUPILS

WHITING, Karen Osborne, Ed.D.
Mississippi State University, 1977

Director: Dr. Aubrey W. Shelton

The purpose of this study was to determine if there was any difference in auditory discrimination ability between first grade students taught using the adapted Elkonin method and the behavior modification method of auditory discrimination training. Two experimental and a control group were employed to test the following hypotheses: 1. There will be no significant difference in the auditory discrimination ability of subjects who receive auditory discrimination training under the adapted Elkonin method, subjects receiving training under behavior modification conditions, and subjects receiving no training, as measured by the Auditory Discrimination Test (ADT) (Wepman, 1958) immediately following treatment or on a delayed posttest. 2. There will be no significant difference between first grade readiness scores or intelligence scores for subjects who receive auditory discrimination training under the adapted Elkonin method, subjects receiving training under behavior modification conditions, and subjects receiving no training, as measured by the Metropolitan Readiness Tests (MRT) (Hildreth, Griffiths & McGauvran, 1965) or Otis-Lennon Mental Ability Test (OLMAT) (Otis & Lennon, 1968) either immediately following completion of treatment or on a delayed posttest.

The subjects in this study consisted of 72 first grade students attending Ridgeland Elementary School in Madison County, Mississippi during the 1976-77 academic year. These subjects were randomly assigned to one of three groups; the two experimental groups were given auditory discrimination training using either the adapted Elkonin method or behavior modification method of instruction. The control group was given no auditory discrimination training. The 72 subjects were given pretests, posttests, and delayed posttests consisting of the ADT, MRT, and OLMAT.

The Adapted Elkonin method is comprised of a series of pictures of ten common objects whose names cover 17 phonemes. Initially the teacher presented a picture of a common object on an overhead projector. Below it was a diagram comprising three joined boxes. Once the name of the object had been established the teacher proceeded to sound out the word, one phoneme at a time, while laying down a counter in one box at a time, proceeding from left to right. The children were encouraged to imitate the teacher and practice until they could conduct the analysis independently.

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THE EFFECTS OF VARIABLE DIRECTIONS AND FORMATS IN READING WORKBOOKS UPON ORAL RESPONSES, VISUAL CUE USE, AND ERROR SCORES

WILLINS, Patricia McCalmont, Ph.D.
The University of New Mexico, 1977

Investigation of effects of variable written directions and formats in third-grade reading workbooks sought to answer three questions: (1) Would shorter directions improve children's understanding of directions, and would workbook exercise error scores be affected?; (2) Would changing standardized workbook formats in exercise portions affect understanding of tasks and/or error scores?, and (3) Do children read bold-type headings?

A 3 x 4 split-plot factorial design was used--Direction Readability Level (3) x Format Variables (4). Materials were from randomly selected third-grade reading workbooks from three leading publishers.

Three Direction Readability Levels were formed by reducing the number of words and syllables: Group I--Regular Directions (publishers'); Group II--Moderate Directions; and Group III--Simple Directions. Four formats were presented: Format 1, the regular publishers' formats; Format 2, a Disguised Format with the removal of numbers, lines, or pictures; Format 3, a Concealed Format (from view of subjects while directions were read orally); and Format 4, which contained an example.

In order to test the materials, forty-eight third-graders and fourth-graders, with reading accuracy and comprehension scores of 3.0 grade level or above, were randomly placed in one of three Direction Readability Level Groups. The measures were (1) Oral Response Level (tape recorded and coded), (2) Visual Cue Use (of format portions), (3) Direction Errors (for precise exercise instructions); and (4) Comprehension Errors (for correct exercise answers). In addition, an enumeration of subjects who read bold-type headings orally determined a percentage of Headings Read.

An Analysis of Covariance determined significant effects: (1) as the result of Direction Readability Level:

Response Level	$p<.01$
Visual Cue Use	$p<.001$
Direction Error	$p<.001$

and (2) as the result of Format Variables:

Response Level	$p<.001$
Visual Cue Use	$p<.001$
Direction Error	$p<.001$
Comprehension Error	$p<.02$

(continued)

Significant interactions, $p<.001$, occurred for Response Level and Visual Cue Use as the result of Direction Readability Level and Format Variables. The Tukey Test of multiple comparisons determined the significant effects, $p<.05$ for Direction Error and Comprehension Error, and $p<.01$ for simple effects for Response Level and Visual Cue Use.

An enumeration of Headings Read revealed that 10% were read orally.

As the result of Direction Readability Level, (1) Shorter directions produced the highest Response Level and the lowest use of Visual Cues as well as the fewest Direction Errors, (2) Long directions produced the most Direction Errors and the lowest Response Levels, (3) Long directions produced the highest Visual Cue Use, regardless of format, and (4) Comprehension Errors were not affected by changing direction length.

As the result of Format Variables, (1) Format variations produced highly significant effects for Response Levels and Visual Cue Use within each Direction Readability Level, (2) Formats containing an example provided the highest Response Level as well as the highest use of Visual Cues, regardless of direction length, (3) Direction Errors were the highest when the format was disguised and unfamiliar, (4) The Visual Cue Use was the least when the format was disguised, and (5) Comprehension Errors were highest when the format was disguised. Order No. 77-27,182, 167 pages.

THE EFFECT OF MUSICAL AND NON-MUSICAL MEDIA ON WORD READING Order No. 7801525

WOODERSON, Dawn Claudia, Ph.D. The Florida State University, 1977. 166pp. Major Professor: Clifford K. Madsen

The purpose of this experiment was to investigate the effect of musical and non-musical media on word reading skills. Specifically, the facilitative effect of musical tonal patterns to attract attention resulting in increased word reading skills when compared with non-musical media was experimentally tested. Additionally, consequent musical learning in musical instrument timbre association, and attitude responses to differential treatments, reading, music, and testing were compared.

Subjects were first-grade children in five self-contained classrooms in each of two elementary schools (N = 261). These schools represented differentiated cross-cultural achievement levels. Intact groups in each school were randomly assigned to the five conditions: musical contextual clues, non-musical contextual clues, instrument cues, kaleidoscope/silence presentations, and a no-contact control. Treatments consisted of original slide-tape instructional materials prepared for administration to classroom groups. In each session, selected words were presented aurally and visually, students were asked to respond, and responses were verbally reinforced.

Within the experimental design, two music and two non-music treatment groups were compared with a no-contact control group. One pair of music and non-music treatments investigated the facilitative effects of aural-visual cues; another set compared the effects of musical and non-musical contextual clues on word reading skills.

In the first comparison, the treatment designed to direct aural and visual attention to the words through the addition of instrumental cues, melodies, and pictures was contrasted with a treatment containing kaleidoscopic word pictures accompanied by silence. The second pair of experimental treatments presented the focal word in context. The first treatment was musical with each contextual clue sung with piano or guitar accompaniment. The comparison treatment contained the same aspects without music; that is, the spoken jingle was aurally presented, closely approximating the rhythm, tempo, and meter of the musical counterpart.

An additional aspect of the study was intended to investigate musical timbre association learning possibly resulting from exposure to sight-sound relationships within the instrument cue treatment. Therefore, a non-verbal Timbre Association Test was developed and given to all groups. Also, subjects' attitude toward the treatments and the Timbre Association Test was compared with attitude toward other music and reading-related activities.

Results of School A and School B were analyzed differentially. An Analysis of Covariance using the pretest as covariate was used to compare the variances of adjusted posttest scores in word reading and timbre association. Word reading treatments effected a significant gain over control groups in both schools. In School A, the group directed toward aural and visual attentiveness via instrument cues was significantly better than the musical contextual clue, non-musical contextual clue and control groups. The kaleidoscope/silence group was significantly better than the control group but not significantly different from other groups. The four treatment groups in School B were not significantly different from each other; however, as in School A, the superior performance of subjects given the instrument cue treatment was observed in School B.

Timbre association skills were not significantly affected by the instrument cue treatments in either school population. A low positive correlation between the pretest scores in reading and timbre association was observed.

Attitude measures indicated that the experiences associated with this experiment were more positive than neutral or negative, and at least as positive as other comparative school activities.

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